

IJRAR.ORG**E-ISSN: 2348-1269, P-ISSN: 2349-5138**

**INTERNATIONAL JOURNAL OF RESEARCH AND
ANALYTICAL REVIEWS (IJRAR) | IJRAR.ORG**
An International Open Access, Peer-reviewed, Refereed Journal

INFORMATION AND COMMUNICATION DISSEMINATION: N.E.P AS A CATALYST

DR. HARVINDER SINGH

PROFESSOR AND CHAIRMAN, DEPARTMENT OF GEOGRAPHY
SAHU JAIN COLLEGE NAJIBABAD

Abstract : The extraction of knowledge from the treasure of text and documentation on record has been a cumbersome task with which the educationalists and professional has to go through in channelizing philosophical and methodological paradigms. Moreover, the transformation of information and its communication to consumers (students) is hardly a dream. The rapid strides in the area of Information Technology and in the Geographical Information System and its application in Higher Education had paradoxically reverted the Indian Education System. Quite recently, with the implementation of the New Education Policy, 2020 has drastically molded the perceptual and psychological scenario of students (consumers) of Higher education. Thus, it has diversified the methodological tools of dissemination of knowledge and the evaluation methods had been enriched.

In this backdrop, a perceptual study has been undertaken to investigate the students of Geography Discipline of Humanities. The entire exercise will concentrate on perceptual and psychological components of clustering of documentation involved in the evaluation of geographical analysis. This study will also take into account the sampling methodological tool involving primary database.

Keywords---Dissemination, Methodological Paradigms, New Education Policy and Primary Database.

INTRODUCTION -

The progressive and sequential innovations in the Pre -Modernism in the human and sociological development has had diversified the spectrum and domain of the knowledge. The journey of human civilization has had offered scientific insights and knowledge based wisdom in human education system. The knowledge oriented wisdom and scientific knowhow had inculcated the philosophical and theoretical foundation thereby diversifying basic fundamental structure of educational disciplines. Every disciplines of knowledge has had followed this maxim throughout its evolutionary development.

During the Modernist Period the Renaissance event in human history further wider the core area of knowledge especially literature, architecture, political science, natural science, print and publication and the society in general. These developments were possible due to the advent of newspaper in Europe and China. This resulted in the spread and distribution of knowledge in the habitable regions of the world. Somehow, the forces of imperialism were also responsible for creating the educational structure and its system in the political territories governed by the imperialist powers.

The Post – Modernism scenario of modern world is the storehouse of scientific and educational succession. Knowledge proves to be the powerhouse of the dynamic world. The empowerment of citizens with adequate knowledge and skills is the governing force of the globalized economy. The enlightenment of its citizens with knowledge and scientific awakening generates the treasure of information and communication which widens the fundamental base of academics. The teaching fraternity disseminates the rational and logical knowledge to its pupils. The academicians, educationists and lecturership conserve and preserve the information and communication in its pure chronological and sequential order.

The structural and legislative reform in the education system of India has been recently undertaken by the Union Government of India, under the New Education Policy, 2020. The major thrust of the New Education Policy was to develop and inculcate the skills of young mind apart from attaining graduation degree in their chosen faculty of education. The basic objective is to enthuse the education system with the ultra modern Information, Communication and Technology [ICT].

Practically the online mode of imparting knowledge and work from home during the spread of Covid 19 has had drastically change the patterns of imparting knowledge to the pupils. The entire hierarchical structure of education system from Kindergarten to Research in universities are now adhere themselves to the prevailing trend. Moreover, with the introduction of Semester System Pattern in the Undergraduate Classes from the current session, and the introduction of unified courses curriculum in the Indian state of Uttar Pradesh has spatially and temporally increased the relevance of the new education policy.

The New Education Policy 2020 is a futuristic document which gave central place to the applicability of Geographical Information System [G.I.S] in communication and evaluation i.e. in delivering lectures and monitoring the

pupils. In this context the course curriculum of first semester geography is worth mentioning and appreciable. This has led to the transformation of the base of information as well as communication. The area of its domain has increased manifold and various vistas of information and communication has emerged on the horizon of the educational system of the country.

The State of Uttar Pradesh today is geared up to transcend the learning, Information and communication and comprehension methodologies from its pristine dimensions to contemporary and advanced forms. A major standpoint of this transformation is the induction of unified academic curriculum and pinpoint focus on digitalization and e – learning through e –governance.

The Education Sector of the state will be witnessing a major revelation making learning and teaching analytical, constructive, critical, introspective, inclusive, multidimensional and collaborative.

Moreover, the world of internet network had been changed the access and transmission of G.I.G data, its applications and visualization. As the internet technology progresses; web based G.I.S applications also changing in a big way. The education sector is the greatest beneficiary of the present day technological innovations.

FUNDAMENTAL STRUCTURING

The abbreviation [I.C.T] is an amalgamation of two discrete terms, i.e., information technology [I.T] and communication technology [C.T]. It is referred to as the cumulative set of technologies that provide access to information through communications. It is inclusive of Information Technologies [I.T] which pertains to all technologies, including the internet, wireless network, cell phones, computers, software, middleware, video conferencing, social networking and other media applications and services rendering the users capable of accessing, retrieving, storing, transmitting and manipulating the rustic information in a digitalized and codified form.

This also, in a way, encompasses the audio –visual and telephonic networks associated in an indispensable way with computer networks, using a unified system of cabling.

The Education Sector of the country, in the present epoch, with the aid of I.C.T, is at the helm of a paradigm shift that will shape the structure of the educational systems across the globe and will direct the future course of learning and comprehensions.

The education sector is now transforming the vibrant nation and vibrant mind into a '*Knowledge Economy*'. The present scenario will be rightly called by the phrase that now *knowledge is the power*, and; this had transformed the society into the '*knowledge Society*'. The dissemination of knowledge through information technology and communication technology is the need of the hour. This has led to the germination of creativity, talent, scientific temper and critical aptitude in our students. The utility and application of information technology and communication technology along with geographical information system and remote sensing in the academic curriculum of undergraduates classes in the discipline of geography has diversified the field survey, monitoring and evaluation parameters of students. Students are now becoming e- smart from perceptual and psychological point of view.

The New Education Policy 2020 has had generated the interest of the students community towards the 'Text Documentation' which has a prominence role in higher education especially in the final year of graduate courses particularly the field study report, under post –graduates courses the dissertation part, M.Phil., and P.hd. phase of students.

Documentation of Text generally comprises of two parts: - In – Text Documentation and End Documentation. The In –Text Documentation alerts readers / students to the referencing of information. Students should know which method is appropriate to their chosen text. The class room assignment can help students the use of text documentation. While, the End

Text Documentation deals with terminologies index applied by the author and the appendix.

The most common prevalent methods of Text Documentation in practice are as follows:

- [I]. Parenthetical Referencing,
- [II]. Footnotes; and,
- [III]. Endnotes.

The Text Documentation is a stepping stone towards the formulation of research design, project design and in the outline of synopsis. This will make students a better equipped with research orientation and research aptitude.

PERIOD OF STUDY METHODOLOGY AND DATA BASE

The present study which is a perceptual and psychological assessment of students of undergraduate course in geography discipline has taken into account the temporal period from December, 2019 to December 2021. The under mentioned span of period was adversely affected by Covid – 19 pandemic. Moreover, The New Education Policy 2020 was implemented during the period of the study.

The Research Methodology pertains to the analytical tools adopted by the investigator to carry forward the research process (ranging from collection and gathering of information and data, its analysis and logical interpretation). The current study is primarily based upon primary database source. Under this study the random sampling technique was adopted. The sampling size was fixed at 100 samples randomly selected. The dependent and independent variables were assigned. The consumers [students] were dependent variable; whereas, the dissemination of knowledge and evaluation methods were assigned as independent variable. However, from the results of data analysis it was emerged that both are proportionally correlated to each other.

The discussions, results and interpretation were based upon the exploratory and investigative approach which was centered upon:-

1. Inductive Approach,
2. Deductive Approach, and;
3. Generalization of Facts.

DISCUSSION AND INTERPRETATION

In the ongoing segment of the research article the discussion and interpretation were appended below. The entire structure of this segment will concentrate on two parameters selected for the present study, namely; Dissemination of Knowledge and Continuous Evaluation Methods prescribed for undergraduate geography students.

The interpretative structure has been divided into three sections as follows:-

- [A.] Dissemination of Knowledge,
- [B.] Continuous Evaluation Methods, and;
- [C.] Endnotes

[A.] DISSEMINATION OF KNOWLEDGE

With the advent of the new vistas and insights in the Information and Communication Technology; the dissemination of knowledge has gained and absorbed the emerging vistas of vibrant and expanding technology. However, the dissemination of knowledge pertains to the various modes of communication through which the education is imparted to the students. In other words, it refers to the teaching method which is applied by the tutor.

The delivery of lectures has been greatly enriched by the information technology. However, there were two types methods involved in the delivery of lecture, and; they are as follows:-

- [I] Traditional Method, and;
- [II] Contemporary or Smart method.

The Traditional Method of imparting education and knowledge to its pupils encompasses monologue and dialogue accompanied with chalk and black board practices. In both of the above method the role of technology is negligible. Whereas, on the other side of the pendulum the contemporary or The Smart Method involves the application and utility of the various facets of information technology especially the state of the art smart classes, online lectures, dissemination of lectures through Whats App, Teachmint App; and, Goggle Meet.

On the basis of the above mentioned methodology of the dissemination of the knowledge the students of the undergraduate geography were assessed and surveyed on the basis of schedule questionnaire. The schedule questionnaire was based upon the monologue and the chalk and black board practices of delivering lecture.

Table: 01 Traditional Dissemination Methodology [Nov. 2019 - Nov. 2021]

S.NOS.	SAMPLE SIZE	MONOLOGUE [IN%]	CHALK & BLACK BOARD [IN%]
1	1 - 25	15.0	24.0
2	25 -50	35.0	15.0
3	50 -75	15.0	33.0
4	75 -100	35.0	28.0
	AVERAGE	76.0	24.0

Source: Results of Sampling Analysis

As far as the Table 01 is concerned, the inference that is drawn from the analysis of table shows that 24.0.0% of the respondents were in favors of chalk and black board pattern of delivering the lectures. The majority i.e., 74.0 % respondent goes with the monologue methodology.

However, the above facts were recorded during Pre – N.E.P period. Moreover the respondents were from rural and urban background.

Table: 02 Contemporary or Smart Method [Nov. 2019 – Nov. 2021]

S.NOS.	SAMPLE SIZE	ONLINE MODE [IN %]	WHATS APP MODE [IN%]	SMART CLASSES [IN %]
1	1- 25	13.0	24.0	35.0
2	25-50	17.0	35.0	20.0
3	50-75	22.0	15.0	40.0
4	75-100	10.0	5.0	05.0
	AVERAGE	15.0	45.0	54.0

Source: Results of Sampling Analysis

The corroboration of the Table 02 reveals some of the surprising findings of the study. The Online mode of dissemination of geographical knowledge reached just 15.00 % of the respondents. The probable reason for this was the connectivity problem in rural areas and financial strain. On the other hand, the whats app mode of the transmitting knowledge outreached 45.0 % of the students. The reason for this was that the consumers were able to store the knowledge in their Software. They were able to retrieve the aforesaid material to a more convenient mode. In case of smart class mode of

delivering lecture proved to be student friendly as 54.0 % students find it easy to handle and beneficial in the development of their creativity and imagination aptitude.

[B.] CONTINUOUS EVALUATION METHODS

The New Education Policy coupled with unified academic curriculum has reflected upon this aspect of dissemination of knowledge with enriched dose innovations which will lays foundation for the critical and analytical aptitude and temper in the student's right from undergraduate level.

Some of the suggested continuous evaluation methods were enlisted below:-

1. Surprise Test,
2. Quiz,
3. Seminars,
4. Presentation,
5. Research Orientation of Student, and;
6. Utility and application of Internet Based G.I.S Application in preparation of geographical academic tour reports especially for the final year graduate students in geography.

Table: 03 Continuous Evaluation Method [Nov. 2019 – Nov. 2021]

S.NOS.	SAMPLE SIZE	QUIZ [IN %]	SEMINAR [IN %]	PRESENTATION [IN %]
1	1-25	24.0	34.0	15.0
2	25- 50	45.0	50.0	45.0
3	50-75	35.0	40.0	35.0
4	75-100	10.0	25.0	15.0
	AVERAGE	30.0	45.0	35.0

Source: Result of Sampling Analysis

The result of analysis of Table 03, affirms that the seminar method of evaluation is most popular among students as 45.0% respondents find it convenient method of evaluation. Whereas, the presentation and the quiz methods of evaluation account for 35.0% and 30.0% respectively. The presentation mode of evaluation method is also exercised in the assessment of dissertations and Doctoral thesis. Somehow, the students are also making their presentations with the aid of power point presentation program.

ENDNOTES

In the ongoing research article, the Information and Communication Dissemination were thoroughly analyzed and interpreted in the backdrop of New Education Policy, 2020 and the unified academic curriculum which were implemented from the current session in the Indian State of Uttar Pradesh. The dissemination of knowledge and continuous evaluation methods were the two selected indicators of the study. The major findings of the study were as follows:-

1. As far as the dissemination of knowledge which is the primary activity which has had developed pupil – teacher relationship. It was found that among the traditional method of dissemination of knowledge more than 75.0% favors chalk and blackboard method of departing knowledge because it is of very low cost and manageable. On the other hand, under the contemporary method of departing knowledge it was emerged that the smart room class mode accounts for 54.0% and what's app mode accounts for 45.0%. While, the share of the on - line method of departing knowledge was mere 15.0%. It surely reflects socio – economic divide and ease of doing things.
2. Whereas, the continuous evaluation parameter of adjudging the imparting of knowledge reveals that the academic seminar and the students presentation mode of methodology accounts for 45.0% and 35.0% respectively. While arranged quiz and surprise tests had a share of only 15.0%. Moreover, with the implementation of credit based criteria for monitoring academic progress of pupils with definitely strengthened the selected parameter of the study.
3. The major finding affirms that the recently launched; the New Education Policy 2020 and the Unified Academic Curriculum were the true catalyst of dissemination of knowledge with the application and utility of Information and Communication Technology. It has had strengthened the e-learning process of dissemination of education through e-governance and the State Digital Library established by the Directorate of Higher Education.

OBSERVED LIMITATION:-

It was observed during the discourse of the research article that the new insight was hindered by the pupil's rural – urban status and the gender affiliation. As the case more than 74.0% pupils belongs to rural belt and out of those 74.0 % more than 87.0% were female students. As the institutions of higher education in the study area has had become examination centers for conducting bulk of university examinations, teachers engrossed in cumbersome task of scholarship killed the vital academic time.

UTILITY:-

The six crucial pillars of the education structure in India visa- viz. admissions, scholarships, examination forms, university examination, evaluation and administrative exercises were now also came under the preview of information and communication technology. It has had wider the scope and the application of emerging technology in the present-day education scenario.

REFERENCES:-

1. Allen, H.K and Yuen et.al (2003): ICT Implementation and School Leadership – Case Study of ICT Integration in Teaching and Learning, Journal of Educational Administration, 41(2), pp. 158 -170.
2. Proch, S. (2019) : Information Communication and Technology in Education, A Research Journal of Humanities, Commerce and Sciences of D.A.V College, Ambala, Volume – 7&8 , ISSN Nos. 2348 – 0300, Issues – 2019 & 2020 pp. 88-92.
3. Stephen, G. and S . Thanuskodi (2014): Use of ICT by Research Scholar: A Survey of Alagappa University, Karaikudui, Tamil Nadu, International Journal of Library and Information Studies, 4(1), pp, 75 -84.